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ABSTRACT

This bulletin presented an overall strategy in three parts directed toward the development of the individual as a social being, capable of building and enhancing his social properties. The social properties of the self are defined as: 1) identity, 2) acceptance and love, 3) play, 4) intelligence, 5) resource orientation, 6) work orientation, and 7) authority orientation. Part I of the project contains the definition of the seven social properties in the form of terminally stated behaviors, and a battery of questions which are directly related to and emerge from them. Part II is the delineation of an overall conceptualization process, defining perceiving-mediating-valuing processes, in which the individual student is to engage in the building of the seven social properties. Part III is concerned with the role of the teacher directed toward the development of the individual as a human being. This section has three major objectives: 1) to provide the teacher with a self-evaluation tool to assist in determining individual degrees of readiness for attempting the type of teaching called for; 2) to outline a strategy for implementation of the major ideas in the project; and 3) to furnish one or more models of teaching units addressed to a particular social property, stated behaviorally and delineated as a sub-strategy. An extensive bibliography is included. (MBM)

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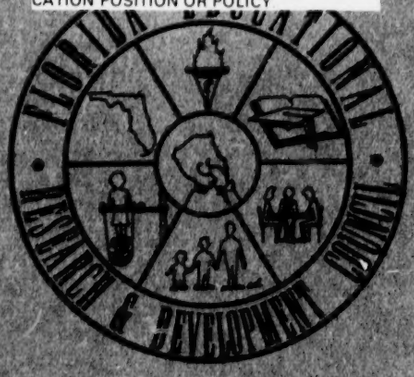

SOCIAL DIMENSIONS OF THE SELF AS AN OPEN SYSTEM: A CURRICULUM DESIGN

Strategies for Implementation

Volume 5 Summer, 1969 Number 2

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RESEARCH BULLETIN

SOCIAL DIMENSIONS OF THE SELF AS AN OPEN SYSTEM: A CURRICULUM DESIGN

Strategies for Implementation

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PREFACE

The Florida Educational Research and Development Council has published a number of bulletins dealing with research and the self concept. This bulletin can serve as a sequal to those on the self-concept. However, it is basically different. Instead of quoting research findings directly, the author uses research findings as a basis for developing a model with accompanying strategies which can be used by teachers in helping students to develop a more adequate self. It is an attempt to apply reseach findings in a way that they can be used by the classroom teacher.

To appreciate the contents of this bulletin, it must be read and reread, many times. As a teacher uses the materials suggested in the model and in parts two and three of the bulletin, the theoretical basis described in part one will become clearer. Florida Educational Research and Development Council expects that this bulletin will be used as a basis for inservice education in improving classroom instruction. We are indebted to Dr. Virginia Macagnoni for the excellent way that she has been able to take the findings of research and organize them so that they can have meaning for the classroom teacher.

J. B. White,
Executive Secretary

January, 1970

TABLE OF CONTENTS

	Page
Introduction	3
Part One—The Seven Social Properties as Content	12
Part Two—Mediation as Content and Process	21
Part Three—Role of the Teacher	34
Summary	56
References	60

SOCIAL DIMENSIONS OF THE SELF AS AN OPEN SYSTEM: A CURRICULUM DESIGN

Strategies for Implementation

INTRODUCTION

Much has been written about the socio-psychological development of the individual. However, little attention has been given to the creative synthesizing of: (1) Philosophical treatments of the nature of man in his world and (2) Research findings on cognitive and affective, product and process, and ends and means concerns, leading to new conceptual frames of reference for viewing the individual as an "open-energy, self-organizing system" (Gordon, 1966), in instructional situations over which the teacher has some control.[1] Certainly the curriculum-supervisory theorist has given too little attention to this need. Teachers do not have the time to construct such frames of reference. Rarely does the individual teacher possess the skills for such an undertaking. Yet without such a framework as an appropriate synthesis of research findings, heuristic in nature, the teacher has an insufficient base for developing a strategy[2] for implementation directed toward the development of the individual student as an open system. He has little to guide him in ordering and systematizing his decisions. Too often he chooses content and methods which are related primarily to traditional subject-matter goals with little consideration for the personal development of the student.

Even if the teacher were to have an appropriate conceptual frame of reference, derived from his personal experi-

[1]The curriculum field requires the continuous design of such frames of reference which incorporate basic philosophical assumptions and research findings from many disciplines. Two recent works of note are Berman's *New Priorities in the Curriculum* (1968) and ASCD's *Life Skills in School and Society* (1969).

[2]The teacher's strategy would be his set of decisions with regard to goals, content, methods, media, time, evaluation.

ence and study, directed toward the development of the individual student as an open system, he may lack the technological know-how to translate the ideas into a strategy. He may need the assistance of the researcher and/or the curriculum planner and/or the supervisor and/or the psychologist and/or the guidance counselor to assist him in translating the ideas from the conceptual frame of reference into a strategy or a plan which can work for him. In reciprocity researcher and theorist or consultant from whatever discipline or field he may come, requires the assistance of teachers to hone ideas and to test models. Many fresh new insights are born of such cooperation.

This project began to take form in a conversation with Dr. J. B. White, Executive Secretary of the Florida Educational Research and Development Council. Dr. White verbalized the need for research-based materials which would furnish teachers with beginning places as well as suggestions for what they might do along the way as they worked with students in facilitating the growth of more adequate self-concepts. As Dr. White examined the overall model which the theorist is developing, he commented that one section in particular seemed to move toward classroom implementation of research findings on certain dimensions of the self-concept. In answer to his request, that section of this model has been expanded and directed toward the systematic development of the social dimensions of the self-concept.

Statement of the Problem

The purpose of this project is to present an overall strategy in three parts directed toward the development of the individual, "an open-energy, self-organizing system (Gordon, 1966, p. 49), as a social being, capable of building and enhancing his social properties. This goal is two-faceted. The first part of the goal is an "end" concern . . . the development of seven social properties which have been selected by the theorist as definitive of "social being."[3]

[3]This social dimension is one component of an overall framework, "The Individual as an Open System," which is being developed by the theorist. The other five dimensions are the physical, the intellectual (from which many of the social-dimension ideas are derived), the emotional, and the aesthetic. The dimensions, of course, are dynamically and phenomenologically related. Elements of one are involved in definition of the other.

The seven social properties of the self, as selected and defined by the theorist are as follows: (1) Identity, (2) Acceptance and love, (3) Play, (4) Intelligence, (5) Resource orientation, (6) Work orientation, and (7) Authority orientation.[4] The individual with a sturdy and accurate concept of the social self would be the one who could continue to acquire the knowledge, attitudes, and skills which would facilitate his knowing the self, accepting the self and extending this acceptance to others, engaging in play, developing his perceiving-mediating-valuing abilities to the level that they could assist him in conceptualizing a self and social properties, and achieving productive resource, work, and authority orientations throughout a life-time. These seven properties constitute the content of a curriculum for enabling human beings to take charge of the autonomous, authentic development of their own unique social selves. Part One of this project contains full elaboration of the social properties stated as terminal behaviors.[5]

The second part of the overall goal is a "means" concern . . . the development of a strategy within which the teacher can guide the individual student's maturing intellectual processes[6] or ego-processes (Bower, 1966, pp. 31-45) as he engages in the building of the seven social properties. In other words both means and ends directed toward the building of social properties to assist the individual in developing a stalwart dynamic concept of the self are the concern of this project.

It is believed by the theorist that curriculum-encouraged behaviors directed toward the development of these social properties will lead the individual student concurrently to a more adequate social self and to a more adequate concept of

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[4]For those who are interested in the arts, please be aware that the aesthetic dimension cuts across each social property (as does the intellectual dimension). Aesthetic behaviors in particular would be: (1) Responding from the deepest levels of one's perceiving-mediating-valuing processes with regard to any one of the seven properties, (2) Expressing these responses in arts media, (3) Conceptualizing the inter relatedness of the seven social properties, (4) Seeing the self as a whole, (5) Experiencing the joy that comes from enhancement of any one of the seven social properties, (6) Experiencing the joy that comes from seeing interrelatedness and wholeness, (7) Expressing 1—6 in arts media, (8) Evaluating this expression on a continuous basis, (9) Creating new forms with regard to the seven properties.

[5]See Part One, p. 7.

[6]These have been equated with the components of the *Mediation Model* developed by the theorist. See p. 21.

the social self. Gordon states that in order to master the environment, "to know how to deal with the events which surround and impinge upon him, the child thus engages in behavior that leads to concept attainment" (1966, p. 69). This strategy does provide choices of mediational behaviors in which it is hoped that the individual student will willingly engage. It also provides choices of concepts related to the seven social properties. Engagement in the behaviors should lead the individual to concept attainment with regard to the social self. Gordon further states: "These concepts, or networks of inferences about how to deal with one's self and the world, increase his scope and ability. They give him not only competence, but the feeling of competence" (1966, p. 69). As the individual engages in the behaviors suggested by the social properties, he builds the concepts related to the properties which increase his scope and ability for higher level behaviors and develops concurrently, feelings of competence related to the properties.

This overall strategy is designed for use by teachers N-12 in instructional situations in schools.[7] The teacher will be in a more advantageous position to use the ideas in this project if he has background in the following, or if in-service education, supervisory-curricular assistance, or college courses are available to him in areas such as:

1. Curriculum development processes:
   a. Collecting and studying information about students and the communities from which they come.
   b. Filtering this information through philosophical and psychological principles.
   c. Establishing instructional goals, selecting content, planning "strategies" to achieve goals, inclusive of evaluation. (Berman, 1968; Downey, 1965; Goodlad, 1966; Huebner, 1964; Inlow, 1966; King and Browneil, 1966; Macdonald, Andersen and May, 1965; Miel, 1969; NEA, 1967; Robison, 1966; Saylor and Alexander, 1966; Taba, 1962; Tyler, 1960, 1967).
2. Meaning of structure (Berman, 1968; Bruner, 1960, 1963, 1966; Ford and Pugno, 1964; Miel, 1969; Mooney, 1967; Phenix, 1964).
3. Instructional systems, systems design, systems theory (Banathy, 1968; Pfeiffer, 1965; Searles, 1967).

[7]It is envisioned that elements of the strategy may be used in the home and in the community, wherever persons are concerned with growth toward these social or human properties.

4. Meaning of mediation (Bloom, 1956, 1964; Bower, 1966; Bower and Hollister, 1967; Gordon, 1966; Suchman, 1963-1967; Creativity theorists such as Guilford, 1967, Mooney, 1967, Taylor, 1955-1967, Torrance, 1959-1969; ASCD Yearbooks 1962, 1966, 1967, 1969).
5. Existential ideas in education (Allport, 1955, 1968; Bills, 1959; Combs, 1962; Huebner, 1963-1967; Jourard, 1964; Maslow, 1962; Rogers, 1967).
6. Ideas on the use of terminal objectives and behavioral goals (Esbensen, 1968; Macdonald et *al.* 1968; Mager, 1962, 1968; McNeil, 1965; Maltz, 1965; Popham, 1968; Tyler, 1950, 1967; Walbesser, 1968; Woodruff, 1961, 1968, 1969).
7. The issue with regard to behavioral goals (Atkin, 1968; Huebner, 1966; Macdonald, 1968; Popham, 1968; Raths, 1968).
8. Planning for concept teaching (Bloom, 1956; Bruner, 1960-1969; Piaget, 1951-1967; Taba, 1962, 1965; Woodruff, 1961).
9. Underachievement (Hollister and Chandler, 1962; Raph, Goldberg, and Passow, 1968; Torrance, 1962).
10. Meaning of design in curriculum (Klohr, 1965, 1967, 1969; Frymier, 1967; Macdonald, Andersen, and May, 1965; Miel, 1969; Mooney 1956).

Overall Description of the Project

Part One

Part One, is divided into two sections. Section A contains the definition of the seven social properties in the form of terminally stated behaviors. This project will be directed by the expectations of the outcomes suggested in the behavorial goals. It is intended that these behaviors serve as the "consistent connections" (Taba 1962) between the content topics, the concepts, the questions, the learning activities, the learning processes, and the range of supportive objectives which the teacher may develop. The social properties, the behaviors, and the battery of questions designated in this project have come from the theorist's:

1. Personal study in disciplines which treat the human condition and the world in which we live, challenges, problems, needs, demands upon the individuals who would live creatively and constructively.
2. Personal study of research in education and in related disciplines.

9

3. Personal encounter with art forms in the visual arts, music, literature, the theater.
4. Personal encounter with friends and varieties of kinds of people.[8]

The terminal behaviors contain the seven properties. As "consistent connections," these goals should not hinder teachers in their own creative functioning. The goals are intended to point the way.

Section B contains a battery of questions which are directly related to and emerge from the seven social properties and the terminally stated behaviors. These are intended in the same heuristic manner. They can be used by the teacher and/or the student to open up exploration and inquiry with regard to any one of the seven social properties or the terminally stated behaviors.

Part Two

Part Two, is the delineation of an overall conceptualization process, defining perceiving-mediating-valuing processes, in which the individual student is to engage in the building of the seven social properties as specified in the terminal behaviors which are presented in Part One. Components of the model[9] are defined and discussed. This model should be useful to teachers who are interested in creating a very special kind of intellectual environment within which the individual can develop his social properties. Its form is suggested by the interrelatedness of the phenomena under observation . . . individuals as they move through perceiving-mediating-valuing processes toward the building of the seven social properties and the PMV[10] behaviors. More specific categories related to the phenomena will be specified in Part Two.

The purpose of the model is to assist teachers in systematizing and ordering appropriate phenomena as they attempt to build environments within which this striving-for-the-social-self can take place. This is the strategy within which the teacher

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[8]It would be impossible to acknowledge all of the sources in a publication of this type.

[9]The model as a teaching strategy is a conceptual framework rather than a theoretical one. Its purpose is to systematize and order rather than generate new knowledge. (See Macdonald 1967, pp. 166-167).

[10]From this point on, PMV will be used as an abbreviated form of perceiving-mediating-valuing.

will respond to the student, intervening at appropriate places and at appropriate times in order to assist him in raising the level of his PMV processes, as he directs himself toward selected social properties as input.

Four conceptual tools which were derived by the theorist from the social properties and from the PMV model are presented in Section B. These tools are added to the three previously introduced.[11] They are as follows:

1. *Tool No. 4, Taxonomy of Content*—emerging from the seven social properties and the terminally stated behaviors, to assist the teacher in selecting content and in matching content with process. This taxonomy may be used for diagnostic-evaluation purposes as he works with students. *This is the content of humanism which is intended to be mediated through the model.* (See p. 30).
2. *Tool No. 5, Taxonomy of Process*—emerging from the components of the Mediation Model, Tool No. 3. (see p. 31)
3. *Tool No. 6, Causal Factors in Underachievement Inventory* for obtaining information about individual students with regard to forces which may be interfering with acquisition of the seven social properties and/or the mediational skills. This inventory can assist the teacher in a more precise evaluation of the individual's learning disability if he has one, or of the nature of an aspiration he may have. (See p. 31).
4. *Tool No. 7, A System of Questions for Diagnosis of Mediational Processes* on the *Mediation Model* (Tool No. 3) and content suggested on the *Taxonomy of Content*—Tool No. 4. (See p. 32).

Part Three

Part Three is the concern for the role of the teacher directed toward the development of the individual as a human being, with seven social properties defining his humanism, and the mediational skills for him to continue to enhance these properties. This section has three major objectives. The first is to provide the teacher with a self evaluation tool, the *Teacher Self Evaluation Criteria* in five parts, which was developed as a conceptual tool to assist teachers in determining their individual degrees of readiness for attempting the type of teach-

[11]The Seven Social Properties in the Form of Terminally Stated Behaviors; the Battery of Questions Related to the Seven Social Properties; the *Mediation Model.*

ing called for in this project. The second objective is to outline a strategy for implementation of the major ideas in the project. The third is to furnish one or more models of teaching units addressed to a particular social property, stated behaviorally and delineated as a sub-strategy.

The Conceptual Tools in this Project

In order to fulfill a purpose such as the one upon which this project is based, it will be necessary for the teachers to become acquainted with and be comfortable in the use of the project tools so that they can make good decisions as to which ones they wish to use and how they wish to use them. The tools are as follows:

1. The seven social or human properties which the teacher may wish to redefine for himself in a context that is meaningful to him; the statement of terminal behaviors related to the properties. (The teacher may wish to do further personal study on behavioral goals and how they function in order to develop his own stance toward the use of behavioral goals.)
2. The battery of questions related to the seven properties and the terminal behaviors. (It may take the beginning teacher some time to see how he can use these as "foci"[12] to influence the student in initial perceiving. In all probability he will eventually figure out many ways in which he can use these questions or questions like these as he works with students in exploring their interests.)
3. The *Mediation Model,* which in a sense spells out a whole series of processes[13] to guide him as a teacher as he seeks to facilitate students' conceptualizing[14] abilities directed toward the building of the seven social properties.
4. The *Taxonomy of Content,* which spells out both social properties and conceptualizing skills (PMV skills) as content to be mediated by the student.
5. The *Taxonomy of Processes,* which are those conceptualizing or PMV skills emerging from the major components of the *Mediation Model.*
6. *Causal Factors in Underachievement* which can be used

[12]Foci is No. 7 on the *Mediation Model,* p. 23.

[13]Or strategy. (It is necessary that the teacher become thoroughly acquainted with the processes suggested in each of the components of the model, if he is to understand its purposes fully and if he is to make good decisions regarding its use.)

[14]Synomymous with perceiving—Mediating—Valuing.

to detect negative forces which may be interfering with either the development of the conceptualizing processes or the development of a positive concept of the social self, on the part of the student.[15] Use of this inventory can assist the teacher in more precise diagnosis of learning problems. It can assist him in placing priorities and in prescribing a program of action toward the seven social properties and the PMV processes.

7. *A System of Questions for Diagnosis of Mediational Processes.* This inventory can be used to more accurately assess where the individual student is with regard to components 1-10 on the *Mediation Model.* If the teacher has information of this type and if the student is involved in the diagnosis and assessment, together they can establish more precise and appropriate goals to assist the student in improving his PMV processes. (p. 32)
8. The *TSEC* (Teacher Self-Evaluation Criteria—Five Parts).
9. The teaching strategy specified in eight stages from pre-planning through evaluation.
10. The sub-strategy as a plan for activities in a special kind of context.

Two Major Kinds of Approaches

It is visualized that two major approaches can be taken by teachers who wish to use the overall strategy as presented in this project.

Approach No. 1. The Social Properties as Direct Content—The first is that the terminal behaviors as defined can be further refined by teachers and used for (1) The development of supportive behavioral goals, and (2) Criteria for the selection of appropriate content, teaching methods, media for instruction, activities, evaluation, all of which constitute the teaching strategy directed toward the seven social properties as a major end. Goals, matched with appropriate teaching strategies, in order to have impact, can be continuous within the curriculum on a N-12 basis. Varieties of teaching units can be designed by teachers and made available to individual teachers and to teaching teams.

Actually, individual behavioral goals with matching strate-

[15]It has been suggested by teachers who have explored the use of this inventory that the tool could be used by teachers for their own self-assessment, teachers who are concerned with forces which may be hindering their further growth as learners.

gies can be selected and prescribed for the individual student, based upon the cooperative assessment of his profile by himself and the teacher. Educational activities matching the behavioral goals can be extended beyond the school day and beyond the school into the community. In this plan human and social self-concept concerns would have a direct place in the curriculum, side-by-side with the other subject areas.

Approach No. 2. The Seven Social Properties as Indirect Content—In the second plan, the terminal behaviors as defined would still be used to develop criteria to guide teachers in the selection of content, methods, media, materials of instruction, overall environment, and evaluation which would move toward attainment of the social properties, but the effort would be within subject areas which already have a place in the school's curriculum. Teachers would examine the content and structure of an area such as science or social studies and make decisions as to: (1) Which concepts could be most useful in achieving the social goals, (2) Ways in which the method of inquiry of the subject area could be used to reinforce the method of inquiry in building the seven social properties, (3) More effective designs within which could be blended the goals of the subject area and the goals of social growth of humanism.

In both plans, using the strategy developed in this project, beginning with the statement of terminal behaviors defining the social dimensions of the self-concept,[16] as a springboard, it is assumed that teachers can develop criteria for selecting content which can assist the individual in building a self that is adequate[17] and autonomous[18] with regard to the seven social properties while he is proceeding on the N-12 continuum.

PART ONE—THE SEVEN SOCIAL PROPERTIES AS CONTENT

Section A—The Seven Social Properties of the Self Stated as Terminal Behaviors

A. *Identity*[19] to develop an identity that is fluid enough to deal with the problems of growing up and becoming a person

[16]Other sections of the pamphlet will be useful to them as they move ahead in building teaching units and/or systems for learning.
[17]Has power as a human being.
[18]Can be self-initiating in movement toward humanism.
[19]Identity requires the other six properties for full definition.

in today's world; to enhance one's ability to continue to achieve a new relationship with his environment as a continuously emerging phenomenon, through the following:

1. Self-knowledge and self-understanding. (See properties B-G for relationships and further definition.)
2. Knowledge of others and understanding of others.
3. Knowledge and understanding of the psychological and cultural forces affecting identity in a changing world.
4. Knowledge of physical phenomena as forces affecting identity in a changing world.

B. *Acceptance and love*—to develop a generosity toward the self which permits him to do the following:

1. Accept and love the self. (See properties A,C,D,E,F, and G for relationships.)
2. Accept and love others, thereby receiving and giving affection and love, continuing to extend the self, continuing to seek more satisfying patterns of human interaction.
3. Accepting the psychological and social forces which affect identity in a changing world; accepting the responsibility to participate in the direction of these forces.
4. Accepting changing physical phenomena as forces affecting identity in a changing world; accepting the responsibility to participate in the use of this changing information toward human ends.

C. *Play orientation*—to develop an attitude toward play which would permit him to do the following:

1. Enjoy the exploration of self-knowledge, both goal-directed and non-goal-directed. (See properties A,B,D, E,F,G for relationships.)
2. Enjoy the exploration of the knowledge of others, inclusive of dialogue and activity, both goal-directed and non-goal-directed.
3. Enjoy exploration and encounters with psychological forces affecting his identity in a changing world.
4. Enjoy exploration and encounters with social and cultural forces affecting his identity in a changing world.
5. Enjoy exploration and encounters with his physical world.
6. Enjoy non-goal directed activity.
7. Enjoy using his perceiving-mediating-valuing abilities (his intellectual abilities—See Intelligence, D).
8. Enjoy unusual challenge.

9. Make jokes, be silly, even a bit ridiculous at times.
10. Withdraw from one world and enter another.
11. Enjoy seeing unusual possibilities.
12. Enjoy divergent ideas.
13. Tolerate an element of the ridiculous.
14. Perceive that play is the birthright of every human being and an essential quality of an environement for humanness.
15. Perceive that play is complimentary to other phases of his development.
16. Perceive play as a resource. (See Resource Orientation, E.)
17. Perceive play in its relationship to work. (See Work, F).
18. Laugh wholeheartedly.
19. Enjoy a sense of humor.

D. *Intelligence*—to develop one's perceiving-mediating-valuing abilities in the process of interacting with his environment, so that he can do the following with regard to his seven properties:

1. Respond in a generalized way to one or more of the properties. (See other properties for relationships.)
2. Become aware of an internal or an external input.
3. Actively scan and select inputs.
4. Differentiate himself from the external input.
5. Focus on the input.
6. Relate the input to his past background of experience.
7. Apply the input in a meaningful context.
8. Place value on the input, or reject the input.
9. Clarify values with regard to the input.
10. Resolve value conflicts with regard to the input.
11. Mediate on the input.[20]
12. Enhance his perceiving or his mediating or his valuing behaviors.
13. Formulate new concepts about himself and his world.
14. Create new symbols.
15. Bind concepts into a total system for viewing the social self.
16. Test his concepts.
17. Test his system of concepts.
18. Use his concepts in his decision-making.
19. Use his concepts to direct his behavior toward selected behavioral goals.

[20]See mediation as a component of the *Mediation Model* for the wide range of intellectual behaviors that may be chosen, ranging from simple comprehension through the creation of a new symbol or unique product, pp. 25-26.

E. *Resource orientation*—to develop an attitude toward resources which would permit him to participate actively in the continuous development of human and physical resources, such as the following:

1. The self as a resource.
2. Others as resources.
3. Changing psychological and cultural forces as resources.
4. Changing physical phenomena as resources.

More specifically, behaviors, such as the following would be illustrative of the self as a resource:

1. Interpret and apply the meaning of the concept "resource" as investment in the potential of the self for new sources of supply and energy.
2. Perceive the self as one's greatest resource.
3. Perceive one's own identity as a resource.
4. Perceive one's potential for the seven social properties as a resource.
5. Identify new input from his environment as resources to achieve one's goals.
6. Perceive one's perceiving-mediating-valuing skills as a resource. (See D).
7. Perceive one's own past background of experience as a resource.
8. Perceive acceptance and love of self and others as a resource. (See B).
9. Identify and invent new ways and means of providing for common human needs, in the family, in the school, in the community, in the world.
10. Perceive play as a resource for improved human relationships, enhanced mental health, and new ideas. (See C).
11. Perceive psychological and cultural forces in a changing world as resources.
12. Perceive one's own ability to direct these forces as a resource.
13. Perceive that one can cooperate with other people to direct these forces toward human ends.
14. Perceive changing physical phenomena as resources.
15. Continue to identify new resources to satisfy man's changing needs and aspirations.

F. *Work*—to develop an attitude toward work as the individual and pooled efforts of human beings to assist each other to do the following:

1. Achieve self-understanding and self-acceptance.
2. Extend the nuclear family.

3. Develop higher levels of perceiving-mediating-valuing abilities.
4. Create conditions which make it possible for more people to learn to use their minds to perceive, to mediate and to value.
5. Create new human and physical resources in the world's communities, as related to emerging aspirations of what is possible.
6. Create conditions that would lead toward more value-satisfying modes of life for an ever-increasing number of the people the world around.

G. *Authority*—to develop the attitude that authority may be the personal and social discipline, including the responsibility to participate in the making of laws, to see that an ever-increasing number of human beings have the opportunity to do the following:

1. Know and accept the self and others.
2. Give and receive love; extend the nuclear family.
3. Use increasingly higher levels of intelligence, imagination, and intuition, to guide decision-making on matters of importance to human beings.
4. Protect the earth's resources and to continue to develop new resources.
5. Participate in the world's work of fostering the development of more adequate human beings who can create for themselves more value-satisfying ways of life and who can be ever mindful of posterity.
6. Develop and use these human criteria (1-5) to guide decision-making in human affairs.
7. Perceive that the restrictions and limits are built into the criteria and are of value only as related to the criteria.

Section B—A Battery of Questions Related to the Seven Social Properties and to the Terminal Behaviors

A. *Identity—Self knowledge:*

1. Who am I?
2. What does it mean to be human?
3. What do I sense? What puzzles me?
4. What do my emotions tell me about myself as I deal with my world?
5. What are my aspirations?
6. What is the wonder of my world?
7. How do I find out about the wonder of my world? How do I open this up for myself?

I 18

8. What is the rapid pace of change doing to me? to others? to my world?
9. What are human problems? What interferes with the creation of human potentiality?
10. If there are no simple truths, no clear-cut either-ors about anything, how do I find answers?

B. *Acceptance and love*:

1. What does it mean to give?
2. How do I make friends, using the self that I am?
3. How can I achieve higher levels of empathizing, being compassionate?
4. What are different kinds of ways in which I can show and be able to reciprocate tenderness, regard and love?
5. How do I improve my communication skills?
6. What causes happiness to glow in a person's face?
7. How do people behave when they love?
8. What causes alienation, worry, anxiety and guilt?
9. How do individuals learn to cope with these?
10. What is the significance of questions like these throughout history?
11. What kinds of human interactions do people value?
12. What kinds of situations can people create so that they can have the opportunity to get to know each other?
13. Do people in all cultures have the need to get to know others?
14. Do all cultures make provisions for these needs? What patterns of human interaction can we envision?
15. What is the "love orientation"?
16. Is it so that the individual may be able to do a better job of creating the self if he feels the expansiveness that comes with the love orientation?
17. What does the new excitement that exists in religion today have to do with the love orientation?
18. How can groups of individuals cooperate in the building of values toward regard for the problems of human existence and the nature of human aspirations?
19. How can groups of people cooperate in the building of destinies toward a love orientation in the human environment which surrounds them?
20. How can groups of people extend their sense of community?
21. Is it possible to redefine work as a result of redefining patterns of human association?

C. *Play orientation*:

1. What does play mean?
2. What value does play have?

3. How has play functioned in history?
4. How has play functioned in literature?
5. How has humor functioned in history and literature?
6. What are comic strips? Why do people enjoy them?
7. Is play the same in all cultures?
8. What human needs does play fulfill?
9. What happens when an individual cannot develop the capacity to play?
10. How is play related to emotional health?
11. How is play related to invention?
12. What is the value of play as a social phenomenon?
13. How is play a "complimentarity" to work?
14. How can play be a resource?
15. By what authority should play be essential to human endeavors?

D. *Intelligence*:

1. Can I describe things I see? (talk about, write about)
2. Do I respond to things I sense, generally, so that I want to describe them?
3. Are the responses my own?
4. Do I enjoy finding out things by sensing — that is, by looking, listening, smelling, tasting, relating to what I know and thinking and raising questions?
5. Can I focus on a special topic or question if I choose to do so?
6. Can I categorize information?
7. Can I use my own questions to develop categories in which I am interested?
8. Can I categorize the things I see? Does this help me to remember what I find out about myself and the world in which I live?
9. Do my categories help me to make distinctions, to discriminate qualities?
10. Can I describe how things work?
11. Can I figure out what causes something to happen?
12. Do I realize that more often than not, there is more than one cause?
13. Do I recognize that everything a person does has some effect upon others and upon the world, and that every action has a reaction?
14. Can I communicate my thoughts to others?
15. Does my language help me to make friends?
16. Can I: sense a problem, take a risk, make a bold leap, tolerate ambiguity, play with an idea, seek a broader more comprehensive answer?
17. Can I comprehend school ideas? Apply, analyze, synthesize, evaluate?

18. Do I have different ways of responding and reacting to school ideas and ideas from life outside of school?
19. Am I aware of how I come to value things? Combine values? Resolve value conflicts?
20. Do my values affect or guide my behavior?
21. Can I remember information, especially when I need to use it?
22. Can I think in a way in which I can revise what is known?
23. Can I make crucial leaps, and in the process find new and different solutions?
24. Can I evaluate my own behavior, judging whether or not what I do is adequate to achieve my goals?
25. Can I use my problems as challenges?
26. Can I step forward in some new course of action in a small way—noting how it feels as I proceed?
27. Can I usually see the field of context within which I act?
28. Can I extend my ways of knowing and responding to myself and my environment through a variety of processes?
    1. through the visual arts?
    2. through music?
    3. through the dance?
    4. through physical activity?

E. *Identification and development of resources*:

1. What is a resource?
2. How am I my own greatest resource?
3. What are my personal resources, at home, in the class room, elsewhere?
4. Is a resource not an extension of the self?
5. What are the things that help an individual to live?
6. What are resources in a community?
7. What made these resources possible?
8. Do these resources satisfy common human needs? Common human aspirations?
9. Can changing psychological and cultural forces be resources?
10. Can changing physical phenomena be resources.

F. *The dignity of work*—the ability to recognize, to learn and to assimilate the dignity of work:

1. How might work be redefined to meet the needs of today's world? In this school today?
    1.1 Work as assisting others in building adequate selves

1.2 Work as creating new resources for the building of adequate self-concepts
1.3 Work as the development of higher mental processes to assist in the building of adequate self concepts
1.4 Work as the building of one's own truth, that is, his concepts about himself in his world—what he is, what others are, what his world is
1.5 Work as the development of values
1.6 Work as community action on values
1.7 Work as developing values in dialogue with others

2. How is work related to becoming a person—to becoming more human?
3. Why do people work—what are the many reasons why people do or do not work?
4. What is your city's major social or economic problem?
5. What is your city's potential for growth?
6. Do individuals in your city have the chance to grow fully and to develop aspirations?
7. What obstacles interfere with your city's potential for growth?
8. Who is responsible for initiating growth in your city?
9. Are there roles for different kinds of people to play, in initiating this growth?
10. Are there roles for people of different ages from the young to the senior citizens, in initiating this growth?
11. What work, what industries could be created in your community?
12. What is the relationship between leisure time and work? leisure time and creativity?
13. What does it take for you to be able to produce a single worthwhile idea? for anyone to do this? Is this work?
14. How do changing psychological and cultural forces affect work?
15. How do changing physical phenomena affect work?

G. *Authority and responsibility*:

1. How does one listen to the authority of the self—to what one needs to grow and to become a more fully sensing, intelligent, healthy, happy, human being?
2. Is it important to become this kind of person?
3. Can you help others to listen in this way?
4. What can you do to plan the big changes that you want to make in yourself and in your world?
5. What does discipline mean? How would you discipline yourself? What values would you choose? How would you arrive at these decisions?
6. What do you need to grow? What do others need to

grow? Will the circumstances of your environment permit you to grow?

7. What do you know really about human beings and what they need for their becoming?
8. What do you really know about the kinds of conditions in which human beings live, the world around, beginning in your own community?
9. How do people grow common values? Will growing common values reduce one's individualism?
10. Is it so that the authority for decision-making, whether it be a decision for a family, a classroom, a community institution, a state or national government, should rest with what the human beings need to grow to become physically, emotionally, aesthetically and intellectually healthy human beings?
11. Is it so that democracy's claim to superiority is in its responsiveness to values and aspirations common to most people?
12. Can the school be a context within which this know-how is acquired?
13. Is it not your responsibility to do the following:
    - 13.1 Develop your intellectual and imaginative competencies, that is, improve the quality of your perceiving, mediating, valuing and envisioning abilities?
    - 13.2 Conceptualize your human situation, attempting to perceive reality with as few distortions as possible?
    - 13.3 Decide what action you can take to improve your human situation?
    - 13.4 Envision what might be, place priorities, create alternatives—beginning with yourself, your family extending to the school to the community . . . perhaps to one nation under law—perhaps to one world under law?
14. How do changing psychological and cultural forces affect criteria for decision-making for any individual? groups of individuals?
15. How do changing physical phenomena affect criteria for decision-making for any individual? groups of individuals?

PART TWO—MEDIATION AS CONTENT AND PROCESS

Section A—The Mediation Model

The Mediation Model which follows is the strategy which is descriptive of the perceiving-mediating-valuing climate which the teacher can construct. This climate is constituted by processes through which it is intended that the individual stu-

dent will perceive selected content at increasingly higher levels of perceiving-mediating-valuing. The individual builds his concepts in this environment. It is an assumption that he will use his concepts to direct his behavior. A second assumption is that more adequate concepts will assist him in moving toward more adequate behavior.

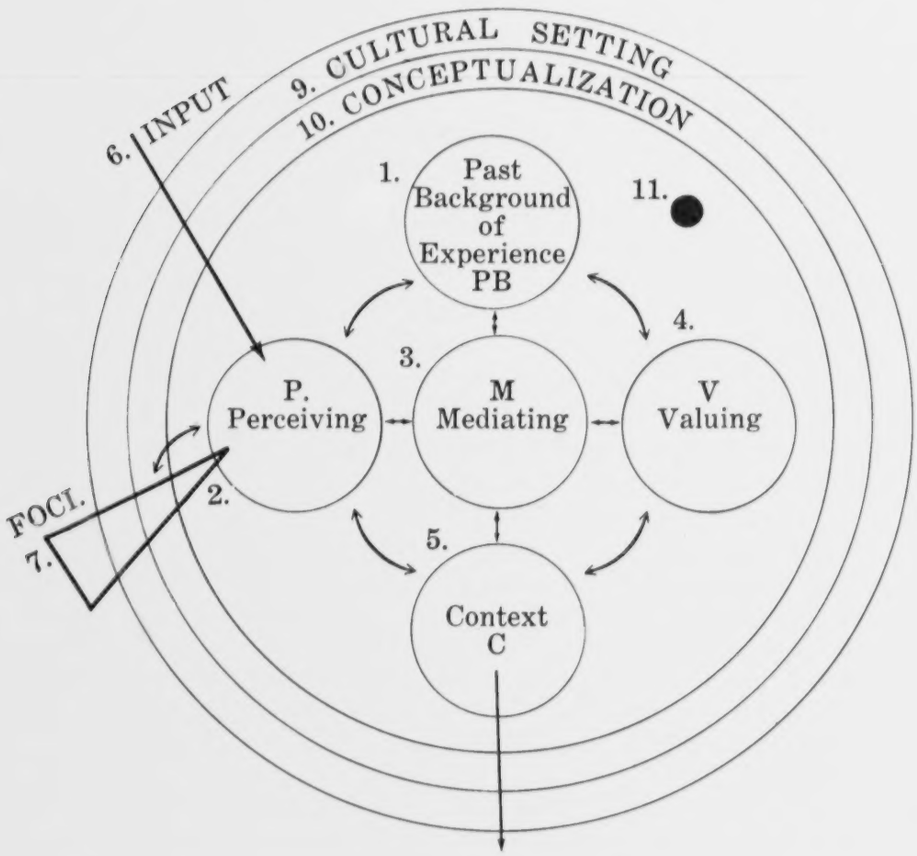
The theorist was influenced considerably by an inquiry model presented by Suchman (1963a). He urged consideration of the thought processes as dynamic. The major components of his model were intake, storage, mediation, motivation, and action. He regarded mediation as consituted by "regulating mechanisms that control and regulate intake and storage." He regarded mediation as processes of analysis and synthesis. "Mediation matches up storage area percept and concept; if the match cannot be made there is no meaning," stated Suchman. Mediation could be viewed as the individual's effort to test his conceptual system. Suggestions made by Suchman were as follows:

1. Provide a focus, a discrepancy to get rid of; then give the freedom to act.
2. Construct an environment which provides feedback, the opportunity to ask questions; encourage the kind of teacher response which will assist students in becoming aware of their own thinking processes.
3. Pay attention to the formulation of questions. (Assist students in identifying what they do not know. Assist them in making such statements. Assist them in perceiving that a question is a process and that there are different kinds of questions which suggest different operations).
4. Look for teachable moments while students are searching.
5. Encourage the individual to become autonomous (but recognize that if he has never been autonomous before, he may have difficulty in finding a beginning place.)
6. Protect the student from competitional motivational systems. Let the motivation be to answer the question or to remove the discrepancy. That which is intrinsic-data-gathering motivation is of the real importance.
7. Give the impetus for shifts toward more inquiry.
8. Refrain from teaching teacher-conclusions and teacher generalizations. (Give the student a chance to arrive at his own conclusions and concepts through his own transactions within his environment, No. 5 on the *Mediation Model.*)

9. Raise questions; pose problems.
10. Be responsive rather than directive.
11. Encourage autonomous search, data gathering, and hypothesizing (1963a).

Suchman stresses the importance of process. Certainly we have been looking at the product exclusively for too long. "If we focus on the process," states Suchman, "we begin to see things differently." This view, supported by Bruner (1963a) and others, is precisely what the theorist has attempted to implement in constructing the model which follows.

TOOL NO. 3



Definition of the Components of the Mediation Model

I—(6)—INPUT. Whatever there is to be perceived, both internal (1) and external. Particular inputs (6) related to this model are the seven social properties, the related concepts, the "what is to be perceived" section of the sub-strategies, the questions, the terminal behaviors suggested by the theorist and those further refined by the teacher, the media, evaluation bench marks and criteria, selected teacher behaviors, selected student behaviors.

PMV—(2, 3, 4)—PERCEIVING-MEDIATING-VALUING BEHAVIORS. Those behaviors through which the individual internalizes the external, works it over within the self and moves toward externalizing what was internal. Perceiving may begin with an internal stimulus. Ths internalizing-externalizing is a continuous process. A wide range of cognitive, affective, and psycho-motor behaviors define the PMV (2,3,4) category.

P—(2)—INITIAL PERCEIVING. Perceiving as viewed separately but as a component of PMV. It is recognized that perceiving is always taking place. P(2) refers to an initial perceiving related to a focus (F, 7) chosen from this model or from the materials in the project, either by the teacher or the student. P is the perceiving which is intended to be brought into the teacher's control span in the school's environment for the living and the learning of the individual. A very real role for the teacher at this point is to assist the student in formulating questions to give direction to his perceiving. A need-related question or stimulus can influence the student to reach out, search for, explore, identify, process and accumulate facts, attitudes, and miscellaneous information which can be useful to him. The individual builds his own concepts about himself and his world as he permits his PMV processes to act upon the information he takes in (I,6). Much depends upon the focus (F, 7) which directs his initial perceiving (P, 2).

PB—(1)—PAST BACKGROUND OF EXPERIENCE. The individual's total self-concepts, inclusive of the following:

1. Every force that has ever gone into the "making of the me" (Cantril, 1950).
2. The entire "texture" (Gendlin 1962) of his feelings about people, ideas, places, things and his ways of handling the same.

3. The kinds of meanings he has sensed; the extent to which he has used his higher level cognitive and affective abilities in sensing meaning; the extent to which he has used "aesthetic rationality" as well as "technological rationality" (Macdonald, 1967, pp. 166-167) in sensing meaning.
4. His "storage" (Suchman, 1963a) of facts, principles, concepts, imagery; his ways of handling these; his "perceptive form world" (Cantril, 1950 and Mooney, 1956, 1963, 1967).
5. His accumulation of values and aspirations (Cantril, 1965; Raths, 1967; Zirbes, 1959; what has motivated him in the past.
6. How he has acted in the past; the sum total of his behaving (Bills, 1962) and his decision-making and the influence of the total gestalt upon his actions; the influence of the total context within which he has lived.

M—(3)—MEDIATING—The model is a structure to assist the individual in developing PMV processes through which he can continue to build and enhance his seven social properties and his PMV skills throughout a lifetime. The word "mediation" may be used in a number of ways, depending upon sources with which the teacher is familiar or to which he relates and wishes to pursue. Some of these, from the theorist's own experience, are as follows:

1. "Active interpretation or conceptualization of sensory data. To mediate is to find meaning or to connect what is perceived as being out there with what is inside self." (Bower, 1967, p. 48).
2. Wide ranges of behaviors used in the arts, "relating, becoming engrossed, becoming personally responsible, becoming receptive, accumulating, transcending, playing, involving, becoming curious, focusing and selecting, developing empathy, empathysing, embracing uncertainty, becoming self-confident (and using self-confidence in directing these processes), possessing the situation." (Florida State University, 1955).
3. Sensing a problem, risking, seeing things in unusual ways, making new combinations, resisting closure, thinking at right angles with a topic, holding more than one idea in mind at one time, searching for broader, more comprehensive answers, coming to tentative conclusions (Creativity theorists Taylor, 1955-1967; Torrance, 1959-1967; Getzels and Jackson, 1962; Mooney, 1956-1967).
4. Guilford's (1956-1967) suggesting: becoming aware of, storing, and retrieving information; thinking conver-

gently, which is concerned with revising the known; making crucial leaps and finding new and different solutions; and behaving in an evaluative way, that is, judging whether or not steps in one's own intellectual processes are adequate to his goals.

5. The twenty-four behaviors suggested by Zirbes (1959) in her list of the characteristics of a mature creative individual, i.e., "using problems as challenges to go on beyond habit tracks, and prior experiences, turning resources to account in new ways to serve his needs and purposes, being open (or developing openness) to new ideas and possibilities in an exploratory, tentative but evaluative way, . . . taking time to gain insight into values which have bearing on his judgement and action . . . aspiring to try out some new idea which he has been considering, or to step forward in some new course of action in a small way, to note how it feels as he proceeds, and to evaluate before, during, and after his move, judging it in terms of the values he sought to project, and doing it with faith and confidence in himself and in his own further effort . . ."
6. "Processes of analysis and synthesis . . . regulating mechanisms that control and regulate intake and storage . . . Mediation matches up storage area percept and concept; if the match cannot be made there is not meaning . . . the individual's effort to test his conceptual system . . . (Suchman, 1963).
7. Wide ranges of behavior suggested by Bloom's (1956) and Krathwohl's (1964) *Taxonomies of Educational Objectives;* from the cognitive domain, levels of knowing, comprehending, applying, analyzing, synthesizing, evaluating; from the affective domain, levels of responding, reacting, valuing, organizing, and letting one's behavior be directed by new knowledge and new insights.
8. The behaviors suggested by Huebner in a model presented to his classes (1967),[21] "Placing priority on dreams, envisioning, developing ways of assessing visions and implementing . . ."; and in recent articles . . . . finding disclosure models . . . to provide insight into a situation or a person, an unveiling of what was there all the time, or a restructuring of perception so that new patterns of relationship or significance can appear. (1968, p. 31) In the same article he suggests:
   a. Becoming aware of certain qualities of being that have previously escaped unnoticed (McLuhan, 1964).
   b. Hearkening to the world . . . speaking authentically

[21]Classes visited by the theorist as a visiting scholar at Teachers College, Columbia University, New York, during August, 1967.

from the center of his own being, and engaging in the ensuing conversation.

c. Developing his skills and sensitivities for dialogue.

9. The behaviors suggested by Berman (1968) as being those through which the individual would build an open self . . . those behaviors which serve as the framework for her book . . .
   a. Perceiving: The stimulus for man's behavior
   b. Communicating: The sharing of personal meaning
   c. Loving: Human experiences as co-responding
   d. Knowing: The metamorphosis of ideas
   e. Decision Making: The present as turning point between past and future
   f. Patterning: The systematizing of human experience
   g. Creating: Researching for the unprecedented.

V—(4)—VALUING—Valuing is a component of the overall mediation model which relates to what the individual wants, with what his goals are, with the nature of and the level of his aspirations (Cantril, 1965; Suchman, 1963; Zirbes, 1960; Berman, 1968, pp. 155-175; Raths, 1963).

C—(5)—CONTEXT—This is the educational environment within which the teacher will make it possible for the individual student to encounter as a human being with the potential for further developing his seven social properties, the following:

1. His internal focus; his own sensed meaning.
2. Selected content; selected concepts . . . carving out an area of study in which he might be interested.
3. Access to his past background of experiences.
4. Selected aspirations.
5. Selected questions.
6. Selected perceiving-mediating-valuing skills, which will constitute the heart of the activity.
7. Selected media.

F—(7)—FOCI—The open-uppers, the "hearkeners" the question, the disequilibrators, the keen interest or vital need, particular ways of looking, the organizers, the goals, the objectives, teacher behaviors or intentions specifically designed to achieve a purpose, whatever is highlighted at the moment. From what we know of learning theory and human behavior, foci may be the energy-marshalling component. This triangle represents the particular set of stimuli selected by the teacher

and/or by the student himself as disturbance for his equilibrium.[22]

CULTURAL SETTING—(9)—The sum total of the cultural forces impinging upon the individual student at any one time, all of the cultural forces impinging upon the individual student at any one time, all of these influencing the conceptualization process.

CONCEPTUALIZATION—(10)—The totality of the individual's rational, imaginative, and intuitive abilities; the processes within which he builds concepts about himself and his world. Conceptualization includes all of the processes within Components 6,2,1,3,4,5,7,8 and 9 of the *Mediation Model*.[23] These processes are not mutually exclusive. They are dependent and dynamically interrelated. The totality of these processes impinging one upon the other, constitute the growing of the higher level intellectual abilities — the rational, the imaginative and the intuitive abilities,[24] all other factors being equal, of course.[25] Concepts are an end product of conceptualization. The higher the level the sub-processes within conceptualization, the more adequate and powerful will be the concepts the individual builds . . . the more adequate, authentic and powerful will be the social properties which he builds as a dimension of his self-concept.

The totality of processes 1--9 impinging one upon the other and in interaction with: (1) the forces from Component 10 and (2) the seven social properties as a particular input, constitute the growing of the social self; the enhancing of the PB (1), as resource for further development of the seven social properties; greater autonomy, authenticity, effectiveness, efficiency, and power of actions within context (5), varying with the

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[22]Based upon the belief that no learning takes place where there is complete equilibrium. (Festinger, 1957).

[23]Processes 6,2,1,3,4,5,7,8 and 9 suggest the individual's relating input to perceiving-mediating-valuing via past background of experience, within an environmental context, output behaviors being the result within the context and extending beyond the context (into his world outside of school).

[24]The PMV abilities.

[25]Processes 1-8, 10 are influenced by all of the forces, positive and negative from Component 9 of the *Mediation Model*, "The Cultural Setting." Some of the negative forces are suggested in the underachievement inventory. (See p. 31). Processes 1-10 are influenced by each other. Ineffectiveness or low level of operation in any one of these processes will influence negatively all of the other processes.

quality of the processes within each component, with the individual's personal properties within each component, and with the sum total of the forces (9) acting upon him.

0—(8)—OUTPUT—These are resulting behaviors. The individual's conceptualizing behaviors are his output. His PMV behaviors are his output. Actually output is both behavior and knowledge built which is either stored for further retrieval (1) or put to use as 2,3,4 (PMV) behaviors in a meaningful context (5). Student behaviors in 8 (0) are considered by the theorist as the impact of the teacher's strategy upon the individual, the impact of the project upon the individual. Evaluation of the project would have to give special consideration to 8 (0).

0—(11)—This means that the teacher and/or the individual can begin at any place on the model.

Comments About the Mediation Model as a Whole

As the individual[26] takes in data from I (6), as he improves his initial perceiving skills P (2), as he relates what he takes in to his past experience PB(1)[27], that is, to what he knows and to his processes of being aware that he knows,[28] as he mediates what he takes in . . . making the outer inner, as he reflects upon the processes these new insights, as he defines, redefines, accepts, rejects, tries new combinations, as he tests his beliefs in action, as he raises the level of his aspirations . . . releasing new energy to continue to perceive, relate, mediate, and act, he engages in the process of building concepts about himself and his world. Hence, concurrently, he engages in building the seven social properties and the social self. He increases his effectiveness and power as an authentic person because he is building his own concepts at his own level.

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[26]The individual whom the teacher has studied; the individual for whom he has collected information from *Causal Factors in Underachievement* and/or *A System of Questions for Diagnosis of Mediational Processes* and other sources and made profiles to assist him in diagnosis and evaluation of the individual, as well as in responding to him as a growing human being, in a co-responsive way.

[27]PB defined by Suchman as storage and by Cantril (1953) and Mooney (1956) as "assumptive form world."

[28]Huebner's (1968, p. 34) and Phenix's (1964) reference to awareness of knowing: DeChardin's (1959, p. 165) treatment of awareness of reflection as a distinct attribute of man. The animal knows, but it cannot know that it knows.

He is not depending upon anyone to do this for him. He is adding to the richness of his own Pastbackground. To repeat, processes occurring within 1,2,3,4,5,6,7,8, as well as 9 and 10 explain the conceptualization process.

Section B—Four Tools to be Used with the Mediation Model

Tool No. 4 which follows is a taxonomy devised to specify the particular kinds of knowledge which would have to be perceived, mediated, and valued by the individual in order to enable him to achieve the terminal behaviors delineated in this project. The knowledge is of two types, knowledge of the seven social properties and knowledge of the major components of the *Mediation Model.*

Tool No. 4—Taxonomy of Content

Knowing in relationship to the following:

1. The seven social properties as content
   - 1.1 Identity
   - 1.2 Acceptance and love
   - 1.3 Play
   - 1.4 Intelligence
   - 1.5 Resource orientation
   - 1.6 Work orientation
   - 1.7 Authority orientation
2. The major components of the PMV model as content
   - 2.1 Past background of experience
   - 2.2 Perceiving-Mediating-Valuing
     - 2.2.1 Perceiving
     - 2.2.2 Mediating
     - 2.2.3 Valuing
   - 2.3 Context
   - 2.4 Input
   - 2.5 Foci
   - 2.6 Conceptualization
   - 2.7 Cultural setting
   - 2.8 Output
     - 2.8.1 Power
     - 2.8.2 Autonomy
     - 2.8.3 Authenticity

Tool No. 5 which follows contains two matrices. The horizontal matrix (1-7) contains the seven social properties (the first half of the *Taxonomy of Content,* Tool No. 4. The vertical matrix is a taxonomy of processes devised to correspond with the PMV behaviors suggested on the *Mediation Model* (p. 21) and on the second half of the *Taxonomy of Content* (Tool No. 4).

Tool No. 5—Taxonomy of Processes[1]

	1	2	3	4	5	6	7
1. Perceiving 1.1 Initial perceiving							
1.2 Focusing							
1.3 Simple comprehension of a focus							
2. Perceiving-mediating-valuing 2.1 Applying the central focus in a valued context							
2.2 Analyzing the focus in a valued context							
2.3 Synthesizing more than one dimension of the focus in a valued context							
2.4 Forming concepts related to the focus							
2.5 Developing evaluation criteria from the concepts							
2.6 Using either the concepts or the evaluation criteria to guide decision-making							
2.7 Creating new form (Woodruff, 1968, 1969) 2.7.1 Inventive creativity 2.7.2 Artistic creativity							
3. Output-Transfer behavior 3.1 Using the terminal behaviors (1-7)							
3.2 Using the PMV behaviors							

1 Self-knowledge
2 Acceptance and love
3 Play orientation
4 Intellectual development
5 Resource orientation
6 Work orientation
7 Authority orientation

[1]Based upon the work of Bloom et *al.*, (1956); Krathwohl et *al.*, (1964); Woodruff, (1968, 1969).

Tool No. 6, *Causal Factors in Underachievement* was designed to assist teachers with assessment of the learning problems of individual students.

Tool No. 6—Causal Factors in Underachievement

Directions: Examine the following causes of underachievement, which have been compiled from research studies in the behavioral sciences.[29] See if you can determine negative forces which may be interfering with the individual's perceiving-mediating-valuing processes.

Make a profile on the individual student, if this will be helpful to you. Use the profile to assist you in more precise diagnosis of the learning disability and in more precise and appropriate prescription of instructional goals to meet the needs of the individual as he seeks to build higher levels of perceiving-mediating-valuing skills. Seek the assistance of psychological, counseling, and other supportive staff from the central office as needed.

[29]See Hollister and Chandler, 1962; Raph, Goldberg, and Passow, 1968; Torrance, 1962.

Make profiles on the class as a whole. See if patterns of negative forces emerge. Compile the information. Use this information to assist you in deciding upon more appropriate instructional goals for the range of individuals in your classroom, as related to achieving higher levels of perceiving-mediating-valuing skills. Seek the assistance of supervisors and curriculum workers in addition to that of psychological and counseling staff, as needed.

1. Low genetic endowment.
2. Ignorance—the impact of accumulated meagerness of input in the human environment.
3. Limited store of knowledge, that is, concepts about the world in which he lives.
4. Low I.Q.
5. Low level of general awareness.
6. Deprivation in the area of need related sensory stimuli.
7. Distorted perceptions.
8. Low aspiration level.
9. Poor motivation.
10. Absence of energy within the self.
11. Absence of curiosity.
12. Absence of energy within the human environment; the presence of underdeveloped cultures and sub-cultures.
13. Malnutrition.
14. Poor health.
15. Physical disabilities.
16. History of illness.
17. Brain damage.
18. Eye disorders.
19. Hearing disorders.
20. Excessive fear, anger; anxiety, guilt, and other emotional distresses and strains in the home.
21. Immaturity—social, emotional, physical or intellectual.
22. Absence of parent in the home.
23. Deprivation of opportunity for human interaction and communication.
24. Negative self concept.
25. Negative attitudes toward the use of the mind.
26. Absence of clearly defined goals.

Tool No. 7, *A System of Questions for Diagnosis of Mediational Processes* was designed to assist the teachers in determining "where the individual is" with regard to behaviors and attitudes suggested by the *Mediation Model.*

Tool No. 7—A System of Questions for Diagnosis of Mediational Processes

Perspective: The following questions are intended to reveal information as to where the individual is in relation to the following components of *The Mediation Model.*

1. PB—Past background of experience, his total self concept
2. PMV—Perceiving-Mediating-Valuing processes
3. C—The context within which he has developed the self and the PMV proceses.
4. I—The input he has had within this context, whatever there has been to be perceived.
5. PMV processes as they reflect:
   a. autonomy
   b. authenticity
   c. power or effectiveness

Directions: Collect individual student information suggested by questions which seem appropriate. Use the information to assist you in more precise and appropriate prescription of instructional goals and learning activities directed toward assisting the individual to achieve higher levels of perceiving-mediating-valuing.

Make profiles on the class as a whole, as well as on individuals. See what patterns emerge. Compile the information. Use it in guiding your decision making as you assist individuals in becoming more "open-energy, self-organizing systems" (Gordon, 1966) through enhancing their PMV skills. Seek the assistance of supervisors and curriculum workers in addition to that of psychological and counseling staff, as needed.

The sets of questions are as follows:

1. *How does the individual feel about himself and his world, generally?* What kinds of concepts does he have? Are they accurate? Realistic? Undistorted? To what extent?
2. Does he feel accepted in the teaching-learning situation?
3. What does he value? In what kinds of situations does he have the opportunity to put his values into practice?
4. What kinds of aspirations does he have? What does he want to be? What does he think he can be?
5. What has served to motivate him in the past?
6. Does he enjoy school activities in which he has to use his mind?
7. What is the range of his aspirations, on the continuum from simply not caring about anything to having very high expectations?
8. What has influenced his range of aspirations? What has been the context within which these have developed?
9. Does he have fears and anxieties (stresses and strains, hostilities or belligerencies) which seem to be interfering with learning, with his efforts to learn to use his mind? In what context have these developed?
10. To what extent is he aware of the outside world—the "what is there out there" beyond his own immediate home and neighborhood?
11. To what extent has he been intrigued by the wonder of what is out there?
12. What has been in the home and neighborhood environment, for the individual to perceive? What has been the nature of this general input? What kinds of interactions has he had with people, ideas, things, places?
13. To what extent has he had the opportunity (both at home and in school) to learn to use his mind to mediate his environment, in ways such as the following:
    a. Responding to what he sees and/or hears, in verbal interaction with an adult?
    b. Expressing what he sees, hears, and/or feels in arts media? in movement?
    c. Raising questions?
    d. Relating what he sees or hears to his own self concerns verbally? non-verbally?
    e. Focusing on a central topic?
    f. Responding to the various dimensions of a focus?
    g. Analyzing a focus, which may be an event or a feeling?
    h. Describing a focus?
    i. Telling how "something" works?
    j. Tracing cause and effect?
    k. Applying an idea?
    l. Putting things together in a way that makes sense to him?
    m. Engaging in problem-solving?
    n. Engaging in decision-making?
    o. Engaging in communication which is satisfying?
14. To what extent does the way he manages his perceiving-mediating-valuing processes reflect the following?

a. autonomy?
b. authenticity?
c. power or effectiveness?

PART THREE—ROLE OF THE TEACHER

Section A: Self Assessment; Teacher Self Evaluation Criteria in Five Parts (Tool No. 7)

The teacher should be the kind of person who views himself as an open system, capable of attaining the seven social or human properties, capable of enhancing his own perceiving-mediating-valuing skills . . . to continue to build more adequate concepts about himself in his world. He should be willing to assess his own: (1) Identity, (2) Capacity to accept and love, (3) Play orientation, (4) Intelligence, (5) Resource orientation, (6) Work orientation, and (7) Authority orientation.

A teacher self-evaluation instrument[30] in the form of five sets of criteria, has been developed by the theorist to assist teachers in ascertaining whether or not they can fit the kinds of specifications required of a teacher who could implement a teaching-learning environment of the type suggested by the model. The sets of criteria are as follows:

Teacher Self Evaluation Criteria, Classroom Environment, Part One, Form A

The statements in this set of criteria suggest the qualities of the kind of teacher it would take to do the following:

a. Establish the appropriate "C" (context, 5) within which "P" (perceiving,2), "M" (mediating,3), "V" (valuing,4), relating to "PB" (relating what is perceived through a focal point of attention to past backgound of experience, 7, 2, and 1) might take place.
b. Free students; so that: level of anxiety might not hinder the PMV processes; students might perceive with as few distortions as possible; they might maintain access to what is help in PB.

The items used are based upon the work of Bills (1959),

[30]The theorist acknowledges the use of Marcella R. Lawler's teaching sub-system which was a part of *Guidelines for Developing Strategies for Planned Curriculum Innovation* as presented at the Summer Workshop, Teachers College, Columbia University, 1965. The framework was used by the theorist as a system for generating categories.
The theorist also acknowledges the use of the word "influence" on the five instruments, as that used by Macdonald (1965) and Huebner (1963 and 1966).

Buber (1958), Combs (1967), Jersild (1955), Jourard (1964), Rogers (1967-1969), Tillich (1948, 1955).

TEACHER SELF EVALUATION CRITERIA: CLASSROOM ENVIRONMENT, PART ONE, FORM A

Directions: Read the following statements. Rate yourself on a 1 (low) to 5 (high) scale as to the applicability of the statement to you:

You see yourself as one who does the following:

_____ 1. Creates a warm and supportive environment in which each individual can feel accepted.
_____ 2. Influences individuals to perceive that it is worthwhile to accept each other.
_____ 3. Makes the effort to see each individual as he really is.
_____ 4. Participates in the feelings and ideas of others.
_____ 5. Communicates the feeling that each individual is of worth.
_____ 6. Communicates the feeling that each individual can develop more worth.
_____ 7. Communicates a feeling of trust.
_____ 8. Knows what his trusting behaviors are.
_____ 9. Is a real person with his students.
_____ 10. Shares his real self.
_____ 11. Lives his feelings with students.
_____ 12. Influences students to express themselves in real ways.
_____ 13. Realizes that the real is not easy.
_____ 14. Realizes that the real does not happen all at one time.
_____ 15. Influences student-to-student relationships of the qualities suggested above.
_____ 16. Perceives himself as an adequate person.

Part One, Form B

The statements in this set of criteria suggest the qualities of the kind of teacher it would take to enable the individual to perceive, mediate, and attach value to an affective concern such as acceptance.

The items used are based upon the work of Bloom (1956, 1964), Bower and Hollister (1967), Bruner (1960-1966), Mooney (1967), Suchman (1963-1967), in addition to Rogers and others mentioned in connection with TSEC, Part One, Form A.

You see yourself as one who influences individuals in the following ways:

_____ 1. To enhance initial perceiving processes which are directed toward the belief that it is worthwhile to accept each other.
_____ 2. To sense various meanings of acceptance.
_____ 3. To focus on various meanings of acceptance.
_____ 4. To focus in depth on a selected meaning of acceptance.
_____ 5. To analyze what is involved in a selected meaning of acceptance.
_____ 6. To compare different meanings of acceptance.

To relate meanings of acceptance to:

_____ 7. One's own experience.
_____ 8. The mass media.
_____ 9. History

——— 10. Literature
——— 11. The visual arts
——— 12. To synthesize various meanings of acceptance.
——— 13. To build a variety of concepts related to meanings of acceptance.
——— 14. To trust their own powers of perceiving.
——— 15. To trust their own powers of sensing.
16. To trust their own powers of applying ideas in situations that are meaningful to them.
——— 17. To trust their own powers of analysis.
——— 18. To trust their own powers of synthesis.
——— 19. To trust their own concept-building powers.
——— 20. To formulate criteria for evaluating affective concerns such as acceptance.
——— 21. To use such criteria to direct decision-making at appropriate times.
——— 22. To invent new forms as means of expressing affect, such as acceptance.
——— 23. To place a high priority on creativity.

To acquire mastery of behaviors in the affective domain, such as finding ways of accepting:

——— 24. Oneself in a variety of situations.
——— 25. Others in a variety of situations.
——— 26. To transfer these behaviors to various kinds of situations, both in school and out of school.

You see yourself as one who:

——— 27. Plans learning activities within which behaviors such as the ones suggested above can be acquired.
——— 28. Selects content from subject matter areas which can be used to build knowledge, attitudes and skills related to affective concerns such as acceptance.

Teacher Self Evaluation Criteria: Classroom Discourse

Part Two

The purpose of Part Two is similar to that of Part One, Form A, which stresses the psychologically free climate for learning, but the language dimension is emphasized. Part Two incorporates items from Part One, Form B, which stresses the perceiving-mediating-valuing of affective concerns such as acceptance, but once again, the language dimension is emphasized.

The statements in this set of criteria suggest the language qualities of the kind of teacher it would take to do the following:

a. Establish a special quality of verbal interaction in "C" (context, 5 on the *Mediation Model*).
b. Stimulate students' PMV processes (2,3,4 on the *Mediation Model*).
c. Intervene appropriately in language during any one of the processes suggested in the ten categories of the *Mediation Model* in which the student may be involved.

The discourse dimension is based upon the work of Bellack

(1966), Dale (1968), Galloway (1968), Hall (1959), Huebner (1968), Loban (1963, 1966), Smith (1960, 1961).

Directions: Read the following statements. Rate yourself on a 1 (low) to 5 (high) scale as to the applicability of the statement to you.

_____ 1. You are aware of the difficulties we have in just talking with each other.
_____ 2. You are careful not to tune people out.
_____ 3. You listen well.
_____ 4. You realize that you cannot get another person's view while you are expressing your own.
_____ 5. What you say invites students to come closer to you.
_____ 6. You make a special effort to examine what could be viewed as rejection.
_____ 7. You are aware of the effects of your non-verbal behavior upon students.
_____ 8. What you talk about has to do with students' real concerns in today's world.
_____ 9. You are effective as a question raiser.

What you say and how you say it influences students:

_____ 10. To become more aware of their values.
_____ 11. To become more aware of their valuing processes.
_____ 12. To raise the level of their aspirations.
_____ 13. To improve the process of relating what they perceive to themselves as individuals living in the present.
_____ 14. To improve the process of relating what they perceive to their own past backgrounds of experience.
_____ 15. To enhance their powers of sensing.
_____ 16. To enhance their powers of mediating (finding meaning).
_____ 17. To seek new vistas for exploration.
_____ 18. To view knowledge as tentative.
_____ 19. To remain silent, if appropriate.
_____ 20. To use silence creatively.
_____ 21. To value student-to-student verbal and non-verbal interaction of the qualities suggested above.

You are:

_____ 22. Confident in your own use of language.
_____ 23. A good model.

Teacher Self Evaluation Criteria: Content,

Part Three Form A (Any Subject Area)

The statements in this set of criteria suggest qualities of the teacher as a curriculum decision maker, selecting and formulating goals, content, concepts, organizers, foci, inquiry methods, evaluation procedures, directed toward the individual student as a growing human being, engaged in the process of building a self.

Items glean meaning from the work of Ausubel (1965); Banathy (1968); Bloom (1956); Bruner (1960, 1963); Esbensen (1968); Ford and Pugno (1964); Goodlad (1966); Huebner

(1963-1967); Lawler (1966, 1967); Macdonald, Andersen and May (1965); Mager (1962, 1968); Maltz (1965); Miel (1961-1969); Piaget (1951-1967); Suchman (1963-1967); Taba (1962, 1965); Tyler (1967); Woodruff (1961-1969).

Directions: Read the following statements. Rate yourself on a 1 (low) to 5 (high) scale as to applicability of the statement to you.

_____ 1. You use stated goals to guide you in the selection of content.
_____ 2. You relate the goals in your subject area to the school's overall goals.
_____ 3. You use central organizers to guide you in the selection of content.
_____ 4. You understand the structure of your subject.
_____ 5. You understand and use its method of inquiry.
_____ 6. You can articulate the concepts in your subject.
_____ 7. You understand and use the meaning of a concept and what is involved in teaching toward concepts.
_____ 8. You use the central concepts to guide you in the selection of content.
_____ 9. You raise effective questions as focal points of attention.
_____ 10. You give sufficient attention to question raising.

You are pleased with the overall quality of the general content in your subject because:

_____ 11. It is up to date.
_____ 12. Students relate to it.
_____ 13. It is accurate.
_____ 14. It holds fascination and excitement.
_____ 15. It contains elements of the unknown as well as the known.
_____ 16. It is challenging enough to meet a variety of individual differences.

The focal points of attention (questions, organizers, concepts, and/or goals) call sufficient attention to the following:

_____ 17. The self and the realities of life.
_____ 18. The realities of change.
_____ 19. The world in which we live.
_____ 20. Such highlights are much in evidence.
_____ 21. These highlights enable the students to pull things together for themselves.
_____ 22. You have clear objectives to guide you.
_____ 23. You communicate the objective to the individual student.
_____ 24. You assist students sufficiently in establishing clear objectives for themselves.
_____ 25. You give appropriate behavioral consideration to objectives.
_____ 26. You provide rich contexts for learning, within which students can interact with content and build their own concepts.
_____ 27. You are a scholar in your own right.

Teacher Evaluation Criteria: Methods,

Part Four

The statements in this set of criteria suggest qualities of a teacher who has used his own self and his own experiencing

coupled with his own depth study of selected sources in the philosophical, psychological, and sociological foundations contributing to education, education as a field of study, communications and media, as a base for developing a wide range of teaching methods which are appropriate for him.

Directions: Read the following statements. Rate yourself on a 1 (low) to 5 (high) scale as to the applicability of the statement to you.

_____ 1. You have a wide variety of methods from which you can choose, as you manage students, content, time, space, media.
_____ 2. You use methods related to your self style.
_____ 3. You use methods related to where you are in the process of your own development as a teacher.
_____ 4. You capitalize upon your own unique human properties.[31]

You are acquainted with processes and techniques suggested in the literature on the following:

_____ 5. Group dynamics, i.e., the discussion, buzz sections, role-playing, process observing, group-interview techniques.
_____ 6. The T-group.
_____ 7. Sensitivity training.
_____ 8. Interaction analysis.
_____ 9. Communications.
_____ 10. Creativity, i.e., creative problem solving techniques, metamorphasizing, synectics.
_____ 11. Counseling.
_____ 12. Existential philosophy and phenomenology, i.e., Combs, Jourard, Maslow, Rogers, the importance of being real, of using one's self as an art form, of facilitating a real breakthrough in communication.
_____ 13. Religion.
_____ 14. The arts.
_____ 15. The humanities.
_____ 16. Research methodology.
_____ 17. Sports.

You are able to continue to develop new methodology from:

_____ 18. One of the areas of study or human activity suggested above.
_____ 19. More than one of the areas of study or human activity suggested above.

You encourage:

_____ 20. Independent study.
_____ 21. Cooperative study.
_____ 22. Inquiry.
_____ 23. You are successful in managing groups of various sizes.
_____ 24. You have engaged in cooperative teaching.
_____ 25. You would have no hesitancy to engage in cooperative teaching.
_____ 26. You have engaged in cooperative staff planning.
_____ 27. You would have no hesitancy to engage in cooperative staff planning.
_____ 28. You would like to experiment with various means of staff utilization.
_____ 29. You use a wide range of media in your regular teaching.

[31] Especially related to TSEC, Part One, Classroom Environment and Part Two, Classroom Discourse.

Teacher Self Evaluation Criteria: Time,

Part Five

The purpose of Part Five is to suggest the qualities of the teacher who can make time count in assisting individuals to develop their social properties and their perceiving-mediating-valuing abilities.

Directions: Read the following statements . Rate yourself on a 1 (low) to 5 (high) scale as to the applicability of the statement to you.

——— 1. You generally manage time well. You get things done within planned time.
——— 2. You take the time to establish an environment such as the one suggested on Part One of this evaluation.

You take sufficient time for the following:

——— 3. Establishing foci.
——— 4. Establishing goals.
——— 5. Assisting students in initial perceiving processes.
——— 6. Encouraging different ways of responding.
——— 7. Influencing each student to relate ideas to his own background of experience.
——— 8. Permitting fuzzy ideas to emerge.
——— 9. Permitting uncertain questions to emerge.
——— 10. You are flexible in the use of time.
——— 11. Your students improve in the ability to plan sequences of time.
——— 12. They can make a flow chart planning the time required to achieve an objective.
——— 13. Your students improve in the ability to establish priorities for the use of their time.
——— 14. They can relate time to personal goals and personal aspirations.
——— 15. You influence students to be more autonomous in the use of time.
——— 16. You assist students to evaluate the use of their time.
——— 17. You do not delay action, once a decision has been made and students are ready to act.
——— 18. You encourage action in relationship to a goal, or as it seems appropriate to the situation.

Section B: Teaching Strategy

Preplanning Stages[32]

Stage One. Making preliminary decisions with regard to the project determine the following:

1. Whether you are going to work alone or if interested staff will work with you.

[32]Addressed to the teacher: after he has become thoroughly acquainted with the material in the project.
NOTE: Stages may occur concurrently. Processes within the stages may do likewise. Particular order will depend upon the choices of the individuals who use this material.

2. The principal's interest in using some of the materials for the overall curriculum; his willingness to facilitate exposure of the materials to other staff for possible total curriculum considerations.
3. The assistance you can expect from the principal, other staff in the school and in the central office, regional instructional service centers and curriculum centers, state departments of education, research centers, colleges. (Possibilities need to be explored.)
4. Which parts of this project you wish to use and how you wish to use them. There are many alternatives, such as the following:
   a. Plan One with the seven social properties as selected curriculum content, side by side the other curriculum areas.
   b. Plan Two, the blending of the social properties and the terminal behaviors with the existing subject areas; asking what the subject area can contribute to the achieving of the terminal behaviors as defined in this project, if you value and accept these behaviors. (It is recognized that you may wish to modify these goals to fit your students and the community in which you teach. The terminal behaviors are to serve as an overall guide. They can assist in pointing the way. More precise definition by you will adjust the behaviors to your situation.)
   c. Modifications and invention with regard to any elements of the strategy, i.e. social properties, goals, questions, organizers, content to be perceived, activities, mediation model.
   d. Selection of particular parts of the project which may interest you. (Perhaps you would like to make a small beginning and evaluate your progress before making further decisions.)
5. Selection of Tool No. 7 (mediation inventory) for trial purposes.
6. Selection of one or more components of the *Mediation Model.*
7. Selection of one or more terminal behaviors or behavioral goals.
8. Selection of one or more sets of questions matching the social properties.
9. Selection of one or more parts of the TSEC for teacher self-evaluation.
10. Selection of the *Mediation Model* and the mediation inventory (Tool No. 7) for teacher self-evaluation of PMV skills.
11. Selection of Tool No. 6 (Underachievement) and Tool No. 7 (mediation inventory) to obtain information about the students.

Stage Two. Conducting Self-assessment—While you are deciding which parts of the project you wish to use, make a self-assessment to determine parts you are either ready to use or can prepare yourself to use, alone or with supervisory assistance. The TSEC, Tool No. 6 (Underachievement) and Tool No. 7 (mediation inventory) should assist you and members of the teaching team, if there is one, in deciding the degree to which you possess the knowledge, attitudes, and skills essential for the following:

1. Establishing an overall empathic and supportive climate for learning. (TSEC, Part One)
2. Establishing a quality of classroom discourse and verbal interaction. (TSEC, Part Two)
3. Establishing a perspective on content and curriculum decisions. (TSEC, Part Three)
4. Establishing a range of methods as well as a perspective on methods. (TSEC, Part Four)
5. Establishing a perspective on the use of time. (TSEC, Part V)
6. Behaving as a diagnostic-evaluator in the use of Tool No. 6 and Tool No. 7, as well as the rest of the conceptual tools defined in this project; determining where students are with regard to selected criteria and working with them toward the continuous establishment of new goals.
7. Behaving on a high level with regard to your own PMV skills as indicated on the *Mediation Model* and the mediation inventory (Tool No. 7), understanding your own processes and what you must do to continue to enhance them.
8. Using your own understanding of forces which may have interfered with or facilitated the development of your learning abilities and general achievement as background for assisting your students (Negative forces such as those indicated on Tool No. 6).

Stage Three. Generating leadership for in-service education—If there is leadership interest in the project, plans can be made for in-service education based upon the results of teacher evaluation, if teachers wish to move in this direction. This section can be developed as needed.

Stage Four. Obtaining information—A very important input in this project is the history of the individual student, as presented on profiles made from the underachievement and the mediation inventories. It is essential that if the teacher is to

prescribe movement toward the social properties or toward the more adequate self-concept, that he and members of his teaching team know as accurately as possible:

1. How the individual has viewed himself in the past.
2. What his perceiving-mediating-valuing processes have been; his ability to use his past experience.
3. The context within which he has lived; the quality of his interacting with people and ideas in his life space.
4. His attitudes toward his own ability to use his mind, as well as the degree to which he has learned to use his mind.
5. Cause of underachievement.

Action must be taken to do the following:

1. Obtain information about individual students, such as that suggested on Tool No. 6 and Tool No. 7. Find out what resources you have for collecting and processing this information. Consider: differentiated staffing, resources from the central office, student and parent assistance, community volunteers, computer and technological assistance. If no other resources are available to you, you can still let students assist you in finding out about them during the regular teaching-learning situation.
2. Obtain relevant information about the parents and about the community in general, information which would assist you in placing student information in more useful perspective. Much information can come at you informally, if you are sensitive to the opportunities to look, to listen, to gather, to summarize.

Stage Five. Processing and using the information

1. Request that the principal and personnel from the central office, if they are available, set up teacher-discussion sessions in which the student information can be compiled, summarized, put into usable forms, interpreted, analyzed, synthesized. Professional assistance from psychological and guidance personnel is highly desirable.
2. Make profiles on each student. It would be helpful to have profiles on the community.
3. Become as thoroughly acquainted with the information and with the profiles as possible.
4. Use the profiles for a preliminary diagnosis of students' individual needs with regard to the seven social properties and the PMV skills.

Stage Six. Preplanning with individual students'

1. In cooperation with the student, do a more intensive diagnosis of where he is in his present growth toward the seven social properties and toward higher levels of PMV skills. Focus on potentialities.
2. Use the synthesized profiles to assist you in the cooperative planning of the student's individual choices with regard to the following:
   a. Social properties to work toward.
   b. Behavioral goals to work toward.
   c. Interesting questions which relate to the properties and to the goals.
   d. Related concepts.
   e. Activities.
   f. Particular phases of the PMV processes to enhance or develop.
   g. Precise goals which seem achievable for the individual student, along with the benchmarks by which he would like to be evaluated.

Stage Seven. Engaging in activities

1. Use the *Mediation Model* to guide your teaching behaviors or "moves". Decide where you will intervene, how you will influence a student in his moves (perceiving, relating to past background of experience, mediating, valuing, transacting in context).
2. Use the sub-strategy as a model for planning your own activities. Plan your goals, questions, content to be perceived, etc.
3. Assist the student in developing expertise in each of the categories of the *Mediation Model.*
4. Assist him in using his own profile of his mediating abilities as he engages in activities.
5. Assist him in evaluating where he is with regard to the social property or the mediation skill on which he is working.
6. Assist him in taking a "big" look, according to his abilities, as to where he is, with regard to the seven social properties as he defines his aspirations.
7. Give guidance while students are engaging in activities.

Stage Eight. Making decisions as to the kinds of evaluation that should take place, such as the following:

1. Evaluation of the objectives of this project.
2. Evaluation of the parts you have selected to use.
3. Evaluation of the plan you have made for youself, based upon this material.

4. Evaluation of yourself.
5. Evaluation in view of student needs.
6. Evaluation in view of community needs.
7. Evaluation in terms of individual pupil growth toward:
   a. The social properties.
   b. The PMV skills.
   c. More positive concept of the social self.
8. Evaluation with regard to formulating new goals.
9. Evaluation with regard to student achievement on standarized tests and a variety of other measurements.

Section C: Sub-strategies

The following sub-strategies are sample teaching units to serve as models for stimulating teachers to either modify these units to suit their purposes or to design their own units.

Sub-Strategy No. 1

Focus-Social Property-*Identity*

Examples of questions which could direct the perceiving-mediating-valuing processes:[33]

1. What do I sense?
2. What is the wonder of my world (via sensing)?
3. What do I find out about the wonder of the world? How do I open this up for myself? (via sensing)?
   (One could include all of the questions under "Identity," emphasizing the sensing aspect.)

Content to be perceived and mediated and valued: (Examples of concepts[34] which teachers could use. If these are not appropriate, others can be substituted.)

1. In order to grow, you have to find out about yourself and your world.
2. You can't appreciate yourself if you do not know yourself.
3. It is exciting to discover what you can find out about yourself and your world by using your senses; that is, by listening, looking, touching, smelling, tasting, and various combinations of these.

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[33]Concepts formed by the student are the end product of this activity.

[34]These concepts are based upon the theorist's personal encounter with and research in the behavioral sciences-human growth and development, learning theory, aesthetics, the humanities.

4. When you enhance the way in which you can become aware of your world, you feel better about yourself.
5. People learn new things in different ways. Some learn better by listening, some by looking, some by touching, and even by smelling and tasting. (Have you ever watched a baby taste what he is touching in order to find out what it is?) Some people learn more economically by creative means, such as through the arts. Some people literally learn through the trunkline of their emotions, while others learn through more abstract or rational means. Most individuals learn through various combinations of these, but no two individuals learn in precisely the same way.
6. Because no two individuals learn in precisely the same way, it is important that each one discover something about how he learns so that he can continue to learn about himself and his world in effective ways. The individual can assist the teacher in planning a context within which he can learn.
7. Because no two individuals learn in precisely the same way, teachers have to provide different kinds of opportunities for them to find out about themselves and their world. Students have to help teachers to do this.

Media to be utilized as input

1. People to listen to
2. Sounds to listen to, sounds of the country, of the city, of music
3. Things to touch
4. Sensing movement, relaxations of tensions, bodily feelings, while engaging in rhythms, sports
5. Things and phenomena to smell—freshness, pungency, acidity
6. Phenomena to look at (nature, films, people, places)

Examples of behavioral goals—Sub-Focus—*Listening*

1. To investigate his world through a variety of experiences in listening.
2. To develop the willingness to enhance his listening abilities as a means of continuing to find out about his world.

Teachers, please use the verbs suggested on the taxonomy accompanying this project,[35] to assist you in developing additional behavioral goals. Specify levels of expectation with

[35]Tool No. 5, *The Taxonomy of Processes.*

which you and the student are comfortable, if such specification seems desirable. Work with the degree of precision which seems compatible with yours and the student's purposes. Also use the various verbs suggested under interpretation of "Mediation."[36] Build these verbs into your activities. Be certain that students have the opportunity to use these skills suggested by the verbs during the activities which you design.

Initiation of activities (Suggestion)

1. Shut your eyes and listen for sounds you can hear in this room. List, categorize, discuss. (Remember that mere categorizing without invitation to wonder can be sterile.)
2. In twos, go for a walk in the school yard and listen very carefully. List the sounds. Bring lists back for discussion, dramatization, and art work. (Keep excitement alive.)
3. When you go home, find a place you would like to sit. Remain there for 15 minutes. Shut your eyes. Listen carefully. Keep a record of the sounds. Write about your sounds. Illustrate your sounds.
4. Be ready to participate in role-playing. Imagine you are the astronauts who first set foot on the moon. Talk about the kinds of sounds you would have heard in your space ship. Talk about the kinds of sounds you think they heard on the moon. Was there sound?
5. Consider sounds that you remember or sounds that you imagine.

Examples of behavioral goals—Sub-Focus—*Touching*

1. To investigate his world through a variety of tactile experiences.
2. To develop the willingness to enhance and ability to find out about his world through touching as a single ability and in combination with looking.

Content to be perceived and mediated and valued (Examples)

1. Refer to "You are an active, alive, growing individual" etc.: whatever is appropriate for you to say.
   "Touching is another way of finding out about your world. It is a way of extending your overall ability to sense. Do you know why this is so?"
2. Meaning of qualities of things, i.e., softness of cotton, hardness of wood, slickness of worn-out tires.[37]

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[36]See pp. 25-26.

[37]Find out qualities of things to touch which are in the home-school-community environment.

43

3. His own experience with touching, what he knows, what he remembers, what he has learned about his world through touching.
4. Meaning of the work of: an artist, a geologist, a bricklayer, a hairdresser, a cabinet-maker.

Media to be utilized as input

1. The self and others in exchange of experience
2. Things to touch—objects that can be gathered for a collage
3. The home
4. The classroom
5. A visit to a place where brick is being laid
6. A local hairdresser as a resource person; a local geologist as a resource person
7. A visit to a local artist

Initiation of activities

1. Invite children to the wonder of what they touch. Help them to become aware that the textures of what they see become what they touch. Invite them to explore widely. Encourage a sense of wonder.
2. Define particular qualities like smoothness and roughness, softness and hardness, sharpness and dullness.
3. Pick up different kinds of leaves—autumn leaves that are dry and crunchy, spring leaves that are tender and moist. Feel the shaggy bark of an old oak tree that is rough.
4. See what you can find out about trees by classifying leaves, barks, and twigs. Try classifying them in different ways.
5. Find out which roughnesses have special uses, like the surface of an emory board.
6. What interesting kinds of things can you find to touch: at home, in your backyard? in the school yard?
7. Handle a ball of clay. Feel the soft, malleable quality. See what you can do to it. Make something out of it.
8. Find a piece of sculpture that you can touch.
9. What can you find out about cloth by touching it?
10. What do children in other communities have to touch?
11. What can astronauts find out by touching and looking? Geologists? Scientists?

(With regard to each of the above 1-11, design related activities in which you use the initial involvement as stimulation for *oral and written language* and *visual arts experiences, dramatic arts experiences, choral reading, music.*) Use the verbs sug-

gested on the *Taxonomy of Processes* and under the interpretations of "Mediation" (pp. 25-26)

Sub-Strategy No. 2

Focus-Social Property—*Acceptance and Love*

Example of a major question to direct concept formation:
"What does it mean to give?"

Content to be perceived and mediated and valued

The concept of giving
Supportive concepts: (Examples of concepts which teachers could choose)

1. Most of us have to learn to give.
2. Many of us have to learn to receive.
3. How we feel about ourselves influences how we give and how we receive.
4. Giving is related to caring.
5. It is possible to learn to care for people besides those who are in your family.
6. Love, care, and concern can be extended to people all over the world.
7. Each person develops his own attitudes toward giving-receiving.
8. For good or for bad, each person makes his own decisions about giving—receiving.
9. Each person can change his attitudes about giving—receiving.
10. Each person can improve his decisions about giving—receiving.
11. Each person's total past background of experience influences his capacity to give and to receive.
12. Each person can develop higher aspirations toward the giving-receiving act as a basic human exchange.
13. It has to be understood that although all humans have the need to give and to receive, this basic human exchange may vary widely from culture to culture, and from time to time within the same culture.
14. One can learn a lot about giving by responding to, discussing, interpreting, and analyzing characters from television and the movies who are examples of people who either give well and or who do not know how to give.

Media to be utilized as input

1. The individual's own experience
2. The experience of others

3. A period of history
4. A live theater performance
5. A movie
6. A television program
7. A written play or a skit; a book

Behavioral goals such as the following can be used:

Behavioral goal no. 1. Given the opportunity to explore his own experience with giving through categories such as the folowing:

1. What his present attitudes toward giving are,
2. How they have developed through time,
3. The kinds of decisions he has made about giving,

he will summarize and synthesize his ideas as forms (written or visual arts or other) for further analysis and study.

Behavioral goal no. 2. Given the opportunity to explore his perceptions of giving via the experience of others through categories such as the following:

1. What another individual's attitudes toward giving are,
2. How they have developed through time,
3. The kinds of decisions another individual makes about giving,

he will summarize and synthesize his ideas in forms (written or visual arts or other) for further analysis and study. In addition, he will examine the products of others, which reflect attitudes toward giving. He will be expected to express his reactions to these products according to criteria which seem appropriate. (Use the *Taxonomy of Processes* and the interpretations of mediation (pp. 25-26) for verbs to build into activities).

Behavioral goal no. 3. Given the content from a movie, the student will be expected to interpret the circumstances which made it easy or difficult for the selected character to give to his fellow man. This interpretation can be in forms such as the following:

1. A poem
2. A written narrative
3. An oral explanation to the class
4. A visual arts form
5. An informal discussion with other students in small groups
6. An expression as a member of a panel.

Behavioral goal no. 4. Provided information or sources to

pursue information with regard to conditions in our society, such as the following:

1. Student unrest
2. Racial unrest
3. Presence of violence
4. High suicide rate
5. High divorce rate
6. High illegitimacy rate
7. High mental illness rate,[38]
8. Preservation of the environment

the student will be expected to analyze the condition through the concept of giving and his choice of supportive concepts of giving. He may wish to use two concepts which are very closely related to giving, such as:

1. The absence of love within a family or a culture, and what this can do to people.
2. The need for new definitions of a love.

Further suggestions as you design activities

1. Provide the opportunity for students to participate in the selection of the movie.
2. Provide the opportunity for them to determine the criteria for the selection of the movie. (Attention may be given to selected ideas related to the concept of giving. See above). Perhaps choices would be made on the basis of particular questions chosen by students.
3. Provide the opportunity for each student to relate the topics of discussion to his own personal experiencing.
4. Encourage the use of the perceiving-mediating-valuing skills suggested on the *Taxonomy of Processes* and under the various interpretations of mediation (pp. 25-26).

Media to be utilized as input

1. Film
2. Media for production of written products
3. Media for production of illustrations and other visual art products.
4. Space for the dance and drama forms.
5. Access to tape recorders, chalk boards, note paper, typewriters.

Sub-Strategy No. 3

Focus-Social Property—*Identity*

Example of a major question to direct concept formation:

What do my emotions tell me about myself as I deal with other people and with my world?

[38]Any of these may be used as content, depending upon what is appropriate for the individuals you teach.

53
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Content to be perceived and mediated (Examples of kinds of concepts which teachers could choose):

1. Emotions are neither good nor bad.
2. Emotions can be educated.
3. It is good to be able to pay attention to the emotions.
4. Everybody gets angry some time.
5. It is good to know joy.
6. It is possible to see oneself as whole.
7. It is possible to respond to feelings of anxiety, fragmentation, hostility, and to confront them.
8. Emotions can tell you how you are responding to change and to new things.
9. Emotions can tell you how other people are responding to you.
10. They help you to know the degree to which you accept yourself.

Media to be utilized as input

1. Books individuals have read
2. People they have talked to
3. People they can use as resource persons
4. Television programs

Behavioral goals such as the following can be used:

Behavioral goal no. 1. Given a particular emotion, the student will be expected to participate in small group or large group discussions on varieties of ways in which:

1. An individual can feel with regard to this emotion.
2. Other people can feel with regard to this emotion.

Behavioral goal no. 2. Given a particular emotion, the student will be expected to open up possibilities for viewing this emotion through writing an essay or a poem. The student may choose a novel or a movie which focuses on a particular human feeling as stimulation for his writing. He may choose incidents from his own life or from the lives of friends.

Behavioral goal no. 3. Given a particular emotion, the student will be expected to find a variety of words that are illustrative of the emotion. (It would be desirable that the teacher communicate that words can be fascinating and that they can become powerful tools). The student is expected to find his own sources of words.

Activities

1. Various opportunities for discussing ideas in small groups, in twos and threes, on panel discussions, in role

54

playing activities. Dialogue would be a quality that would be emphasized.
2. Various opportunities for individuals to play different kinds of roles in group discussion, i.e., an observer, an initiator, a questioner, a facilitator, an overdominating individual.
3. Various opportunities to practice behaviors suggested in creative problem solving activities, i.e., brainstorming, finding a number of different ways to view an idea, deferring judgment.
4. Opportunities for individuals to look for unexpressed originality.

Other class activities

1. Tape important words from the daily lives of the students, words which are related to the selected emotion.
2. Write original stories to illustrate the emotion.
3. Do art expressions that illustrate the emotion.
4. Make up a song about the emotion.
5. Conduct research on the emotion.

Expression of anger as an example

When the individual is angry at himself, get him to express his anger in a drawing or a painting.

Stage 1: Initiation

1. Try a focus such as the little fire engine who was angry because he was a slow poke, unable to get to fires on time to put them out.
2. Try discussing examples from children's lives in which they lack confidence in themselves, i.e., too fat, too tall, too little, too clumsy, not strong enough, not able to make decisions. Use examples from stories, movies, television—Charlie Brown. Express in paintings or drawings.

Stage 2: Evaluate the drawing or painting, using the following criteria:

1. Whether or not the individual used his own, honest feeling and ideas.
2. The degree to which he used color to assist him in communicating his idea.
3. The degree to which he used: (a) line, (b) shapes, (c) open space, to assist him in communicating his idea.

Stage 3: Tape some of the activity from 1. Exchange this tape with another class in the same school or in another school

in the United States or abroad, participants willing, of course. Prior to doing this, you would have to do the following:

a. Inform your selection of "new friends" of what you are doing and why, after you have selected these persons.
b. Plan how you will communicate this and perform the communication.
c. Await a reply.
d. Send or bring your products.
e. Use the products your new friends send or bring you.

Stage 4: Enlarge the activity of search for words to include:

a. Self words
b. Family words
c. Fun words
d. Other mood words not thus covered—sad, glad, surprised, angry, etc.
e. Food words
f. Space words
g. Television words

Continue to collect, talk about, and exchange these. Children and youth could be teaching each other a new language. Find every opportunity to extend meaning.

Consider the following: Assorting and categorizing words; establishing sub-categories; finding similarities and differences—differentiating; establishing new categories.

Communicate the idea that categories are fascinating and powerful tools.

Stage 5: Do further research on the categories established.

Example: Select a number of people, i.e., four sets of parents and/or four people who are older students. Plan an interview form, select questions to ask related to a selected emotion such as "What makes you angry", or "What surprises you", or "What pleases you most."

Do the interviewing.

Compile the data.

Interpret the data.

Formulate conclusions with regard to the information you have about yourselves.

Explore a range of social properties which can be researched via the interview technique and other techniques.

Explore a range of other techniques, i.e., the panel discussion, the question-interview technique coupled with the panel discussion.

Sub-Strategy No. 4

Focus-Social Property—*Acceptance and love*

Example of major question to direct to concept formation:

How do individuals learn to cope with alienation, worry, guilt, anxiety?

Content to be perceived and mediated. If the student is to deal with this question, he should have familiarity with concepts such as the following:

1. A person grows up within an environmental setting.[39]
2. What acceptability is.
3. What acceptance is.
4. What alienation and rejection are.
5. The idea that individuals are neither all bad nor all good—that they are neither all hostile or all loving, neither entirely cooperative nor entirely non-cooperative, neither entirely aggressive nor entirely passive.
6. The fact that man may be a creature who possesses seemingly anachronistic behavioral characteristics, that he is a complex being, that much of what he does depends upon the environmental circumstances in which he finds himself.
7. The above concepts may help an individual to understand what appears to be contradictory in his own behavior as well as in the behavior of others.
8. The following attitudes are essential:
   a. Willingness to use the self in conversation
   b. Willingness to listen; to be empathetic
   c. Willingness to engage in role-playing
   d. Willingness to relate what is seen on television and read in the news to the topic discussion in the classroom

Range of questions to be raised to focus on the topics:

What are the ways in which I am acceptable? unacceptable? What about others?

1. Am I sometimes unacceptable, hateful, stubborn, uncooperative? What effect do these ways have upon other people?
2. Do I know why I behave in an unacceptable way?
3. Are there reasons for me to investigate?
4. Do others know why they behave in unacceptable ways?
5. What resources does an individual have for finding out why he does unacceptable things?

[39]Behavioral objectives could be developed for each one of these.

6. Am I sometimes as lovable as I am unacceptable? Are there moments when I am extremely generous, kind, empathetic?
7. Do I know why I behave in this way?
8. Are there reasons for me to investigate?
9. Do young people in today's world feel that they are acceptable to each other? to persons in other age groups?

Media

1. The self.
2. Access to feeling and emotions
3. Stories in books about the feelings and emotions of boys and girls of similar ages
4. Reactions to persons on television, in the movies, newspapers.

Develop more fully to suit your own purposes.

Sub-Strategy No. 5

Focus-Human Property—*Acceptance and love* (*Content*)

Behavioral goal: To respond warmly and creatively to a variety of people.

Activities: Plan a panel discussion in which different children respond

Stage 1 to the question, "Do you have a friend? What does it take to be a friend?" Invite one or two children from other age groups so that you have a variety of responses.

Stage 2 Plan further topics for discussion. Invite appropriate kinds of other people—young adults, very young children, adults, older people, senior citizens.

Develop more fully to suit your own purposes.

SUMMARY

Seven social properties are selected as central organizers.

These are stated as terminal behaviors, which are the substance of the central organizers, one to match each of the properties.

A range of questions has been developed to match each central organizer or terminal behavior. These questions are intended to open up or stimulate inquiry activity with regard to each social property. The teacher may furnish the initial question or influence the student to choose his own initial question,

but only the student can construct his answer to the social property.

It is the teacher's role to assist the student in seeing the question as the beginning of an operation which is an inquiry process. He has to develop his own style for inquiring. He needs practice in order to develop cognitive power. Suchman talks about "a general operational scheme for inquiry." This is what the student is developing. He is receiving from the teacher, within the teaching-learning situation, "guided practice in gathering data" (about the social properties) and "constructing his own explanatory systems" (Suchman, 1963).

Where do the questions come from — A battery of seven sets have been selected by the theorist from her own personal study of the kinds of questions raised by noted philosophers, humanists, psychologists, psychiatrists, theologians, writers, sociologists, cultural anthropologists. The teacher using this system of questions may wish to substitute his questions from his own study of such sources. As students mature in the process of inquiry, they can be encouraged to do likewise. Actually the teacher could talk with the parents to see which questions they would have their children and youth raise, with regard to the social properties they would have them build. Perhaps the teacher can help the parent to understand that without the question, the concept-building process cannot begin to take place. Unless the self is supported by the intellectual processes to continue to maintain the self, unless the concepts and individual holds give an internal consistency, the straw-man myth may hold true.

Questions can become the concepts, or the content to be perceived—the questions can be phrased as declarative sentences, in this way. Under Identity—Self-Knowledge, the question "Who am I?" can be phrased as "It is important to find out who I am."

Supportive concepts might be:

There are many ways in which I can find out who I am.
There are many different kinds of things I can find out about myself.

I can find out about:

My physical self—my health and strength.

3259

My own emotions, the feelings that I have about myself and my world.
My own sociability—the degree to which I can relate to other people, making new friends.
My own intelligence—how I use my mind and how I can improve the use of my mind.
My aesthetic enjoyment—the degree to which I really feel good about things.

Part of the excitement is that all of the subjects in the school can furnish information for building these concepts. An additional part of the excitement is that there is so much information from which to choose and that an individual can build his own answers.

The question "What does it mean to be human" can be phrased as "Humanness is important in today's world. One has to develop for himself a clear meaning of humanness." Supportive concepts might be:

There are many ways in which one can build this meaning.
One can:
talk to people
raise questions
read books, magazines
conduct surveys

Content to be perceived—mediated-valued—In the sample sub-strategies, ranges of concepts have been spelled out. These have grown out of: 1) The seven social properties, 2) The terminal behaviors, 3) The battery of questions. All are related. All are part of the same structure. The original source is the same as the original source of the questions the theorist's own personal study of concepts treated by noted philosophers humanists, psychologists, theologians, cultural anthropologists, artists. The same directive applies, that is, the teacher is invited to substitute his own concepts from his own study of such sources. As students mature in this process of inquiry, they can be encouraged to do likewise.

It should be especially noted that if the concepts in this material are to be used as such, they should be chosen by teachers and students cooperatively. Priorities can be placed. This is the reason for the range of concepts. If there is any question as to the use of the concept, there is no reason why parents cannot be involved in the rationale for the selection.

There is nothing sacred about these concepts. They will need to be replaced continuously. They come from new insights in the basic fields of knowledge. Hence as we continue to experience breakthroughs, we will have to change our concepts, i.e. Gravity is never changing. The moon is out of man's reach.

More precise statements of behavioral goals as examples of behavioral statements that can be developed by the teacher —These contain the social property, the related concept or concepts, the question as open-upper, what the student is expected to do with this new knowledge, a sketch of what will be accepted as evidence of his perceiving-mediating-valuing, that is a sketch of forms his products can take. The behavioral goal, as further delineated by the teacher can contain the following specifications:

1. The conditions under which the student will be expected to produce this evidence or form.
2. The level of performance which will be accepted as adequate.

Range of Media—If the student is to investigate, if the emphasis of the context within which he will engage is inquiry, he has to have materials and media to investigate. These media have to treat the questions and the concepts. Hence alternative sources must be specified within this sub-strategy. Teacher selections must be made. Some of the sources for interaction are varieties of:

1) Kinds of people
2) Printed materials
3) Visual, audio, and audio-visual media
4) Artifacts
5) Places—man-made and natural phenomena

The sources should not be limited to the confines of the school.

The media furnish the answers to the questions. They supply the specific facts to give substances to the concepts. The method that must be used is inquiry, by the student, in his own authentic way.

Context—The theorist started out with the intention of listing suggestions for activities to match the behavioral goals. Some people call these "learning experiences" or "learning op-

portunities." This investigator has come to the tentative conclusion that there is only one "context" which specifies qualities of an environment for learning within which the student interacts with the following:

1. *The content* (in the form of stated social property, behavioral goal, related questions, related concepts)
2. *Selected media,* which will contain or furnish more specific facts related to the social property, behavioral goal, related questions or related concepts.
3. *Other students who are inquiring.*
4. *The teacher* as a guide, co-responder, supporter, facilitator.
5. *The perceiving-mediating-valuing process* or the inquiry process itself.
6. *Particular benchmarks* by which the student will evaluate himself.

As this project is brought to a halt rather than completed, the theorist recognizes that although many revisions have been made as a result of field testing, new revision is needed immediately. The ideas are offered humbly as a suggestion of what is possible, if we are interested in defining curriculum designs to encourage the growth of individuals as "open-energy, self-organizing systems" (Gordon, 1966) prepared to live in today's and tomorrow's world.

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63

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